

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY
MASTERY AND THEIR SPEAKING ABILITY AT THE
SECOND SEMESTER OF THE ELEVENTH GRADE
OF SMA NEGERI 17 BANDAR LAMPUNG IN
THE ACADEMIC YEAR OF 2019/2020**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree



Study Program: English Education

Advisor : Meisuri, M.Pd

Co-Advisor : Agus Hidayat, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2020**

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY
MASTERY AND THEIR SPEAKING ABILITY AT THE
SECOND SEMESTER OF THE ELEVENTH GRADE
OF SMA NEGERI 17 BANDAR LAMPUNG IN
THE ACADEMIC YEAR OF 2019/2020**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By:

**EKA JULIANTI
NPM. 1511040234**

Study Program: English Education

Advisor : Meisuri, M.Pd

Co-Advisor : Agus Hidayat, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2020**

ABSTRACT

This research focused on the correlation between students' vocabulary mastery and their speaking ability. The objective of this research was to know whether there was correlation between students' vocabulary mastery and their speaking ability at the second semester of the eleventh grade of SMAN 17 Bandar Lampung in the academic year of 2019/2020.

In this research correlational research was quantitative research. The population of this research was eleventh grade students of SMAN 17 Bandar Lampung. The sample of the research was gained through cluster random sampling, 35 students in IPA 1 as the sample. In collecting the data of the research used objective test that were multiple choices consisted 20 items and speech for speaking test. In this research, SPSS (*Statistical Package for Social Science*) was used to compute Pearson Product Moment's formula for hypothetical of testing.

After doing the hypothetical testing, the result demonstrated that there was a positive correlation between students' vocabulary mastery and their speaking ability. Based on the data analysis computed by SPSS, it was obtained that Sig (P_{value}) = 0.000 and $\alpha = 0.05$. It means that H_a was accepted and H_0 was rejected because Sig (P_{value}) = 0.000 < $\alpha = 0.05$. Therefore, there was a significant correlation between students' vocabulary mastery and their speaking ability at the second semester of the eleventh grade at the SMAN 17 Bandar Lampung in the academic year 2019/2020.

Keyword: *Correlational Study, Vocabulary Mastery, and Speaking Ability.*



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

Title : THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR SPEAKING ABILITY AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA NEGERI 17 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

Student's Name : EKA JULIANTI
Student's Number : 1511040234
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung

Advisor,

Meisuri, M.Pd
NIP: 198005152003122004

Co-Advisor,

Agus Hidayat, M.Pd
NIP.

The Chairperson
Of English Education Study Program

Meisuri, M.Pd
NIP: 198005152003122004



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260 Kodepos 35131

ADMISSION

A thesis entitled: THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR SPEAKING ABILITY AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA NEGERI 17 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020, By: EKA JULIANTI, NPM: 1511040234, Study Program: English Education, was tested and defended in the examination session held on: Wednesday, October 21st 2020.

Board of Examiner:

Moderator : Syofnidah Ifrianti, M.Pd (..........)

Secretary : Dian Reftiyawati, M.Pd (..........)

Primary Examiner : Satria Adi Pradana, M.Pd (..........)

Co-Examiner : Meisuri, M.Pd (..........)

Advisor : Agus Hidayat, M.Pd (..........)


**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj. Nitya Diana, M.Pd
NIR. 196408281988032002

DECLARATION

I hereby state that this thesis entitled “The Correlation between Students’ Vocabulary Mastery and Their Speaking Ability at the Second Semester of the Eleventh Grade of SMAN 17 Bandar Lampung in the Academic Year 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.



Bandar Lampung,
Declared by,

2020

Eka Julianti
NPM.1511040234

MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

“So do not weaken and do not grieve, and you will be superior if you are [true] believers” (Q.S. Ali Imran: 139).¹

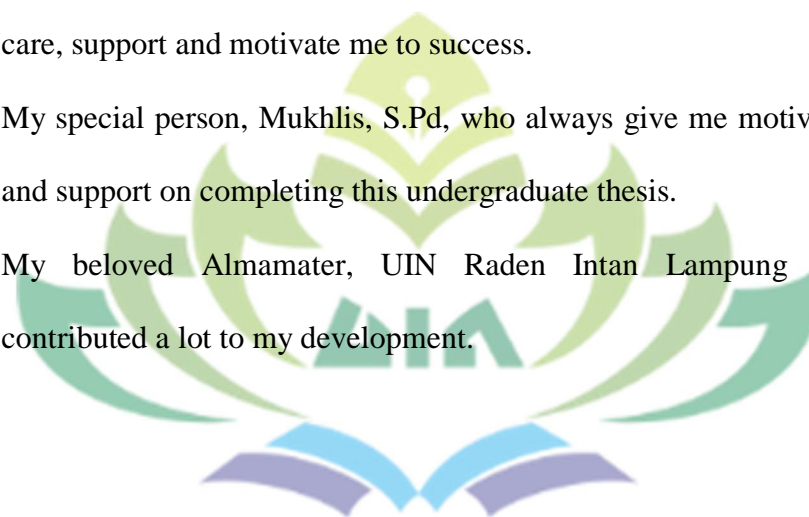


¹ A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Maryland: Amana Corp), p. 1118

DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

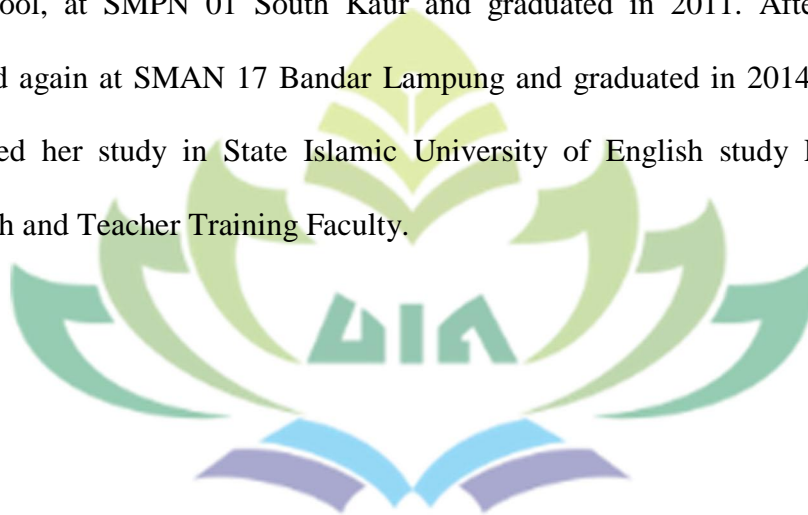
1. My beloved parents, Mr. Abdul Karim and Miss. Farida Yulita, who always inspire, support, pray and give me motivation to study hard until now. Therefore, thank you for your endless and spirit as well as wish for my success
2. My only one beloved younger brother, Megi Sapputra, who always love, care, support and motivate me to success.
3. My special person, Mukhlis, S.Pd, who always give me motivation, prays and support on completing this undergraduate thesis.
4. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot to my development.



CURRICULUM VITAE

Eka Julianti was born in Bintuhan on July, 08th 1996. She lives on Padang Genteng, South Kaur, Bintuhan Provinsi Bengkulu. Eka is the first child of two children of Mr. Abdul Karim and Miss. Farida Yulita. She has one brother, the name is, Megi Sapputra.

She accomplished her formal education at TK IQRA and finished in 2003. Then, she entered SDN 07 South Kaur finished in 2008. After that, she continued her school, at SMPN 01 South Kaur and graduated in 2011. After that, she attended again at SMAN 17 Bandar Lampung and graduated in 2014. Then, she registered her study in State Islamic University of English study Program of Tarbiyah and Teacher Training Faculty.



ACKNOWLEDGEMENT

First of all, praise be to Allah SWT, the most Merciful, the most Beneficent, for His blessing and mercy given to me during my study and in completing this undergraduate thesis. Then, the best wishes and salutations be upon to the great messenger prophet Muhammad SAW, his family and followers. This undergraduate thesis entitled “The Correlation Between Students’ Vocabulary Mastery And Their Speaking Ability At The Second Semester Of The Eleventh Grade Of SMA Negeri 17 Bandar Lampung In The Academic Year Of 2019/2020” is submitted as a compulsory fulfillment of the requirements for S1-degree of English Education study program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University. When finishing this thesis, I obtained so much helps, assistances, support, loves and many valuable things from various sides. However, I would like to express sincere gratitude and appreciation to the following stakeholders:

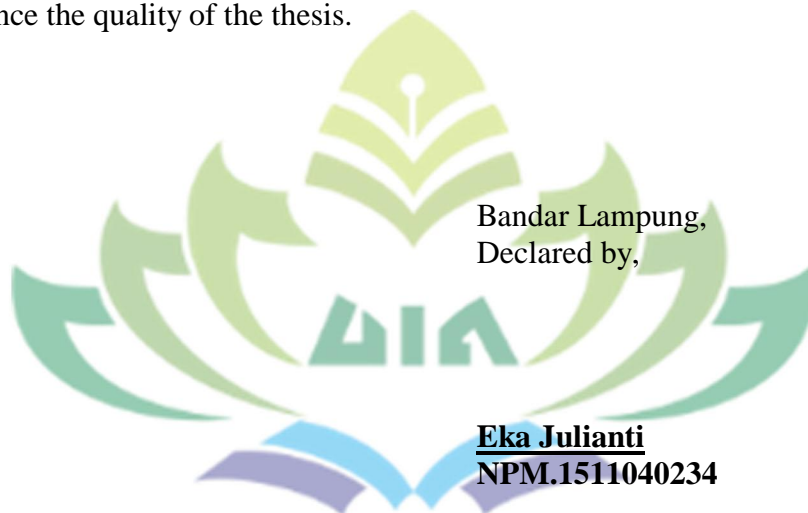
1. Prof. Dr. H. Moh. Mukri, M.Ag, the Rector of Raden Intan state Islamic University of Lampung.
2. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with her personel, who have given an opportunity and the help for me when on going the study until the accomplishment of this study undergraduate thesis.
3. Meisuri, M.Pd, the Head of English Education Study Program of UIN Raden Intan Lampung and the Advisor, who has spent countless days to give correcting this thesis for its betterment.

4. Agus Hidayat, M.Pd, the great Co-advisor, who always patiently guided and spent countless time that has given to the researecher to finish this undergraduate thesis.
5. All excellent lecturers of English Education Study Program of UIN Raden Intan Lampung.
6. Apriyanto, M.Pd, the headmaster of SMA Negeri 17 Bandar Lampung for allowing her to conduct the research.
7. Asni Mutiara, S.Pd, the English Teacher of SMA Negeri 17 Bandar Lampung who has helped and given suggestion during the research process; and the students of the Eleventh Grade of SMA Negeri 17 Bandar Lampung for being cooperative during research.
8. Her beloved Family's, Maddani Families and H.Menang Family, especially Tamang Hj. Radiah who always give motivation, prays, love and supports on completing this undergraduate thesis.
9. Her beloved Teacher Syawaluddin, S.E who always pray, support and guide me to be success in my study and in my life.
10. Her beloved friends Dyah Ayu Amalia, Devita Virdani, Inggrit Urbaning Pangestu, Devi Listia Lupita and All Friends in English Department 2015, especially Class D who always give motivation on completing this undergraduate thesis.
11. My best Friends Longor, Dixie Olga Audi, Yova Cahya Furi, Candra Irawan, Yuni Syara, Eja Rahmada Pratama who always give love, motivation, support on completing this undergraduate thesis.

12. Her big family in HIMKA Lampung all members, KKN 196 New Village and Squad PPL MTS NU Tanjung Karang Especially (Ali Mursid, Eka Febriana, Elia Anjar Sari, Martatia Saputri.) thanks for good friendship, your help and always give contribution to accomplish her thesis.

13. Any other person who cannot be mentioned one by one for their contribution to me during finishing her thesis.

Finally, I am fully aware that there are still a lot of weaknesses in this undergraduate thesis. I truthfully expect criticizes and suggestion from the reader to enhance the quality of the thesis.



Bandar Lampung,
Declared by,

2020

Eka Julianti
NPM.1511040234

TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iii
DECLARATION	iv
MOTTO	v
DEDICATION	vi
CURRICULLUM VITAE	vii
ACKNOLEDGEMENT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	x
LIST OF FIGURE	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	7
C. Limitation of the Problem	7
D. Formulation of the Problem	8
E. Objective of the Study	8
F. Use of the Study	8
G. Scope of the Research	9
1. Subject of the Research	9
2. Object of the Research	9
3. Place of the Research	9
4. Time of the Research	9

CHAPTER II REVIEW OF RELATED LITERATURE

A.	The Concept of Vocabulary	
1.	Concept of Vocabulary	10
2.	The Nature of Vocabulary.....	11
3.	Aspect of Vocabulary.....	13
4.	The Important of Vocabulary	15
5.	Kind of Vocabulary.....	16
6.	Concept of Vocabulary Mastery	18
7.	Indicator of Vocabulary Mastery	19
8.	Vocabulary Assessment	20
B.	Concept of Speaking	
1.	Definition of Speaking	21
2.	Elements of Speaking	23
3.	Goal of Speaking.....	24
4.	Type of Speaking	24
5.	Concept of Speaking Ability	26
6.	Concept of Teaching Speaking	27
7.	The Component of Speaking Ability	28
C.	Teaching English at SMA/MA Level	30
D.	Correlation between Students Vocabulary Mastery and Their Speaking Ability.....	30
E.	Frame of Thinking.....	32
F.	Hypothesis of Study	33

CHAPTER III RESEARCH METHODOLOGY

A.	Research Design	34
B.	Variable of the Research	35
C.	Operational Definition of Variable	35
D.	Population, Sample and Sampling Technique	36
E.	Data Collecting Technique.....	38
F.	Instrument of the Research	38
G.	The Criteria for Evaluating Students' Speaking Ability	41
H.	Research Procedure.....	47
I.	Reliability and Validity of the Instrument	49
1.	Validity	
a.	Content Validity.....	49
b.	Construct Validity	50
c.	Internal Validity	50
2.	Reliability of Test	51

J.	The Data Analysis	52
1.	Normality Test	53
2.	Linearity Test	53
3.	Hypothetical Testing	53

CHAPTER IV RESULT AND DISCUSSION

A.	Data Description	55
B.	Result of the Test	55
a.	Result of the Vocabulary Mastery Test	55
b.	Result of the Speaking Test	56
C.	Result of the Data Analysis	57
1.	Fulfillment of Assumptions	
a.	Result of Normality Test	57
b.	Result of Linearity Test	58
2.	Result of Hypothetical Test	59
D.	Discussion	60

CHAPTER V CONCLUSION AND SUGGESTION

A.	Conclusion	63
B.	Suggestion	63
1.	Suggestion for the Teacher	63
2.	Suggestion for the Students	64
3.	Suggestion for the Researchers	64

REFERENCES	65
-------------------------	----

APPENDICES	68
-------------------------	----

LIST OF TABLES

	Page
Table 1 Data of preliminary Research of Speaking Ability of the Eleventh Grade of SMA N 17 Bandar Lampung	5
Table 2 Number of Students at the Eleventh Grade of SMA N 17 Bandar Lampung	36
Table 3 Specification of Vocabulary Mastery before validity	39
Table 4 Specification of Vocabulary Mastery after validity for	40
Table 5 Specification of Test for Speaking Ability	41
Table 6 Rating Sheet Score of Speaking	42
Table 7 Normality of the Vocabulary Mastery	57
Table 8 Normality of the Speaking Ability	58
Table 9 Result of Linearity Test.....	58
Table 10 Result of Hypothetical Test	59

LIST OF FIGURES

	Page
Figure 1 Graph of the Result of Vocabulary Mastery	55
Figure 2 Graph of the Result of Speaking Ability	56



LIST OF APPENDICES

	Page
Appendix 1 Result of Interview with English Teacher in Preliminary	
Research	69
Appendix 2 Result of Interview with the Students in Preliminary	
Research	71
Appendix 3 Syllabus	73
Appendix 4 Vocabulary Instrument Test	75
Appendix 5 Answer Key of Test Instrument of Vocabulary	82
Appendix 6 Speaking Instrument Test	83
Appendix 7 Score of Students Vocabulary (X) and Speaking (Y)	84
Appendix 8 Validation Form for Construct Validity	85
Appendix 9 Result of the Vocabulary Test	86
Appendix 10 Result of Speaking Test Instrument	87
Appendix 11 Normality of the Vocabulary Mastery	89
Appendix 12 Normality of the Speaking Ability	90
Appendix 13 Reliability of Vocabulary Mastery	91
Appendix 14 Reliability of Speaking Ability	92
Appendix 15 Score and Statistic in Students' Vocabulary Mastery	93
Appendix 16 Score and Statistic in students' Speaking Ability	94
Appendix 17 result of Pearson Product Moment Correlations	94

CHAPTER I INTRODUCTION

A. Background of Study

English as second language is the term used to refer to the role of English in those countries where people generally use their friend and family but may use English (L2) at school or work.² Considering the important of the language, our government has drawn up English as foreign language that should be mastered by the student. So, Indonesian people have to understand the English language to communicate with all people in the world. English is international language and basic communication to face global competition. English is used in people education, job, and politics. English is a foreign language in Indonesia. Every school has curriculum of English subject. English subject is taught at every level of education. The ultimate goal of teaching and learning English are to make students able to master four language skills listening, speaking, reading and writing.

Speaking is the main source in exposing language as well as the easiest way in communication. Schmitt and McCarthy stated for most people the spoken language is the main source of exposure to language and it thus the main engine for language change and dynamism.³

² Peter Lucantoni, *Teaching dan Assesing Skill in English as a second language*(New York: Cambridge University Press, 2002),³

³ Norbert Schmitt and Michael McCarty, *Vocabulary: Description, Acquisition and Pedagogy*, (New York: Cambridge University Press, 1997), p.38

Richard stated speaking is used for many different purposes.⁴ When we use casual conversation, for instance, our purpose maybe to make social contact with people, the establish rapport or to engage in the harmless chitchat that occupies much of the time we spend with friends. When we take part in discussion with someone, on the other hand, the purpose maybe to see or to express opinion, to persuade some about something or to clarify information. In some, situations, we use speaking to give instructions or to get things done.

We may use speaking to describe things, to complain about people behavior, to make polite request, or to entertain people with jokes and anecdotes. Because there are many purposes and functions of speaking, for some people, speaking is always viewed as the skill that shows the mastery of English language. Speaking is also seen as the central of the language even an expert said language is speech.⁵ So that if the students are able to speak English fluently and properly, actually, it becomes their advantage because they are going to be able to engage in many international activities or open the window of the world.

However, if we pay much attention to students' speaking ability in schools, it is hard for us to find students' competency in speaking, despite the fact that they have already been learning for a long time even not only

⁴ Jack C. Richards and Willy A. Renandya , *Methodology in Language teaching*, (New York: Cambridge University Press 2002) , p.201

⁵ Jack C Richards and Theodore S Rodgers, *Approaches and Methids in Language teaching, A description and analysis*, (New York: Cambridge University Press, !986), p.49

in formal institution but also in some courses. Besides, from decade to decade the government, on behalf of its policy, seems to change the English curriculum in order to get rational out put such as students who are ready to face the globalization by having good oral communication. In addition, constructivism in language teaching as the up-date and supposedly the most suitable method of teaching, from time, has been already applied in teaching English Indonesian through the CTL (Contextual Teaching and Learning) approach through some strategies such as problem based, multiple context, students diversity, supporting self-regulated learning, using interdependent learning groups, and employing authentic assessment.⁶

Besides that, vocabulary is the most important part of learning English. The four skills of English are based on English vocabulary. A variety of studies has proven that appropriate vocabulary instruction benefits language students, especially school-age learners. The useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading and writing, or whether they use the language in formal and informal situation is the most frequent 1000 words families of English. It is difficult for learners to have proficiency in grammar if they do not have sufficient of the vocabulary knowledge.

⁶ Suwarsih Madya, *Constructivism in language Teaching*, Presented in Seminar on English Language Teaching in High Schools, 2007

Hence, it is important for learners to have good vocabulary knowledge for mastery in grammar. It is shown from the statements of majority students who said that English was a difficult lesson. In addition, found that there are several problems about students vocabulary mastery such as difficulties in understanding the meaning of words, difficulties in pronouncing words correctly, the students could not spell the words correctly, and the students could not use and understanding the reference well. But there is that studying student ability in writing procedure text is something difficult.

Mueen stated that there are several factors which affect students' performance in speaking English fluently; such as, lack of adequate and appropriate vocabulary, shyness, nervous, fearful to speak, and lack of confidence.⁷ Harry stated that "anxiety and depression are just two effective factors that contribute to learning difficulties or are the result of learning difficulties."⁸ The impact of persistent failure can adversely affect a pupil's self-esteem, confidence, perceived self-efficacy, attitude and motivation. When confronted by certain tasks pupils may develop anxious feelings, fearing they will fail.

Biber believed that some academic speaking skills such as giving an oral presentation or participating in classroom discussion require a much broader range of vocabulary knowledge, grammatical sophistication and discourse competence than is the case with typical daily life

⁷ Mueen A, *English language teaching Pakistan*: the PFL Publication: 2000.

⁸ Harry A, *An A to Z practical guide to learning difficulties*, David Fulton Publisher, New York: 2006.

conversation. Many students who often speaking with pronunciation wrong. Should the students can speaking pronunciation the well because it could see the dictionary. There for, speaking very difficult for students because students rarely say in every day.

In fact, after an interview English teacher Mrs. Asni at SMAN 17 Bandar Lampung. She revealed that students speaking very poor. She revealed that students had difficulty understanding when someone spoke in English. English teacher also revealed students in SMAN 17 were very lacking in memorizing vocabulary because students interest to memorizing vocabulary, but there were only a few students who want to memorize vocabulary. Because speak English is very difficult and they have vocabulary is only a little. Students are very lazy to memorize vocabulary has a lot of irregular and regular. Finally, speaking very important to our life, but speaking very difficult to our speak. And vocabulary is very important to our speak.

Table 1
The Data Preliminary Research of Speaking Ability at the
Eleventh Grade of SMAN 17 Bandar Lampung
In the Academic Year of 2018/2019

Class	Students score	The Number of Students	Percentage
1	< 70	66	66%
2	≥ 70	52	34%
	Total	118	100%

Source: The Data from English teacher of SMA N 17 Bandar Lampung 2018/2019.

From the data, the problem encountered can also be seen from the students capability in mastering English, especially in speaking ability, teacher said that only a few of students got score above criteria of minimum mastery (KKM), while many students got score below KKM.

Furthermore, there are findings from the study of speaking and focus to students vocabulary mastery and speaking ability. And different here is correlation between students vocabulary mastery and speaking ability must speak for find vocabulary with strategy dialogue or students must speak English for find vocabulary every day. Finally students must speak English every day for new vocabulary. Because in everyday use speak English certain vocabulary will well.

The relevant study was conducted by Supriadi the use of wordlist in improving students' speaking ability at pondok modern al-istiqomah, found that the students have positive response that wordlist in boarding school is effective and supporting the learning process especially in English learning, where the students can find new vocabulary about English, solve their English problems and improve their English speaking skills.¹⁰

⁹ Document of SMA N 17 Bandar Lampung, *Result of preliminary research on 2019*

¹⁰ Supriadi, *The Use of Wordlist in Improving Students' Speaking Ability at Pondok Pesantren Modern Al-Istiqomah Biromaru in the Academic Year of 2011/2012.*

The second relevant study was conducted by Puspita Sari (2012) in her S-1 thesis entitled the correlation between students' anxiety, vocabulary mastery, and speaking skill at sma n 01 kartasura, found that the more students practice in speaking the more vocabulary will be got, it shown that there is a positive correlation between vocabulary mastery and speaking skill.¹¹

Based on the explanation above, assumed that vocabulary has an important in speaking. And then would like to know about correlation between students' vocabulary mastery and their speaking ability and purposes the title of this research become "The Correlation between Students Vocabulary Mastery and Their Speaking Ability at the Second Semester of the Eleventh Grade of SMA N 17 Bandar Lampung in the Academic Year of 2019/2020".

B. Identification of the Problem

Based on the background of the problem above, there are some problems:

1. The student's vocabulary mastery was still poor.
2. The students have difficulties in speaking.

C. Limitation of the Problem

¹¹ Yunita Puspita Sari, *The Correlation Between Students' Anxiety, Vocabulary Mastery, and Speaking Skill of the Elventh Grade Students of SMA Negeri 1 Kartasura in the Academic Year of 2011/2012*, Surakarta: Universitas Sebelas Maret, 2012.

Based on the identification above, the focus of this research is about correlation between students' vocabulary mastery especially in noun, verb, adverb and adjective and their speaking ability especially in descriptive text.

D. Formulation of the Problem

Based on identification and limitation on the problem above, then formulates the problem becomes: is there any significant correlation between students' vocabulary mastery and speaking ability at the second semester of the eleventh grade of SMA Negeri 17 Bandar Lampung in the academic year of 2019/2020?

E. Objective of the Research

Based on the formulation of the problem above, the objective of this research is to find out whether there is any significant a correlation between students' vocabulary mastery and their speaking ability at the second semester of the eleventh grade at SMA Negeri 17 Bandar Lampung in the academic year 2019/2020.

F. Use of the Research

Based on objective of the research above, the use of research is as follows:

1. Theoretically, the result of this research is expected to give the information to the English teacher about the correlation between students' vocabulary mastery and their speaking ability.
2. Practically, the result of this research is to give support for students so that students enjoy speak.

G. Scope of the Research

1. Subject of the research

The subject of the research are students at the second semester of the eleventh grade at SMAN 17 Bandar Lampung.

2. Object of the Research

The object of the research is the correlation between student vocabulary mastery and their speaking ability.

3. Place of Research

The research was conducted at SMAN 17 Bandar Lampung.

4. Time of Research

The research was conducted at the second semester in the academic year of 2019/2020.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Vocabulary

1. The Concept of Vocabulary

When students recognize much name whether the name of noun, adjective, adverb, pronoun, verb and so on. It means they are familiar with or know many words. And a set of words, known to a person or other entity is usually defined as Vocabulary. Vocabulary plays an important role in improving our skill in English. It is a core component of Language as well as source or base when student speak English language. According As Jack C. Richard and Willy A. Renandya stated that Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.¹² It means, As we have already known, that without an extensive Vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as English club, discussion, reading English novel, reading English, newspaper, listening to radio, etc.

Some libraries have been visited, some books have been read and another literature have been analyzed in order to find out the meanings of Vocabulary. In fact, there are some definition of Vocabulary. As Hornby

¹² Jack C. Richard and Willy A. Renandya , *Methodology in Language Teaching*, (Cambridge University Press, 2002). P.255

in “oxford dictionary of current English” states that Vocabulary is total number which (with rules for combining them) make up a language, Range of words known to, or used to, a person, in a trade, profession, etc.¹³ Another dictionary, Webster’s New World College dictionary, defines vocabulary as a list of words and, often, abbreviations, inflectional forms, etc. Usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary. In addition, according to Penny Ur Vocabulary can be defined, roughly, as the words we teach in foreign language.¹⁵

Based on the definitions above, defined that Vocabulary as a collection of words, terms, and phrases which is arranged and explained to make up meaningful language used by a person in expressing ideas, delivering speech, and describing things or people.

2. The Nature of Vocabulary

In order to live in the world, we must names the things in and on it. Names were essential for the construction of reality. Without a name, it was absolutely difficult to accept the existence of an object, an event, a feeling, an emotion and etc. By assigning names, we imposed a pattern and a meaning which allowed us to manipulate the word. Vocabulary played an important role in improving our skills in English. It was a core

¹³ As. Hornby, *Oxford Advanced Learner’s Dictionary of current English*, Revised and Update ed, (New York : Oxford University Press, 1987), p.959

³ Merriam-Webster, *Webster’s New World College Dictionary*, 4th ed, (Cleveland : Wiley Publishing Inc, 2002),p.1600

¹⁵ Penny Ur, A. *Course in Language Teaching (Practice Theory)*, (Cambridge: Cambridge University Press, 1996), p. 60

component of language as well as source or base when students spoke English. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often less than their potential.

When students recognized much names whether the names of noun, adjective, adverb, pronoun, verb, and so on, it meant they were familiar with or know many words. Visnja stated that a set of words known to a person or other entity is usually defined.¹⁶ According to Richards, vocabulary was one of the most obvious components of language and one of the first thing applied linguistics turned their attention to.¹⁷ Another definition, vocabulary defined as a list of word and, often phrases, abbreviation, inflectional forms, etc., usually arranged in alphabetical order and defined or otherwise identified as in a dictionary or glossary.¹⁸

Based on the description above, defined that the vocabulary as a collection of words, terms and phrases which is arranged and explained to make up the meaningful language used by a person in expressing ideas, delivering a speech and describing thing or people.

¹⁶ Visnja Pavicic, ed David Singleton, *Vocabulary Learning Strategies and Foreign Language Acquisition*, Dublin: Trinity College, 2008, p.4.

¹⁷ Jack C Richards, *Curriculum Development*, p.4.

¹⁸ Meriam-Webster, *Webster's New World College Dictionary*, Cleveland: Wiley Publishing Inc, 2000, p.89.

3. Aspect of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follow:¹⁹

1) Word Meaning

The last problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include:

a. Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular is being used. For example: the house is at the foot of the mountain.

b. Antonym

The term antonym is used for opposite meaning of word. For example: “full” is an antonym of “empty”.

c. Synonym

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge, 1998), p.18

d. Hyponyms

It means items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.

e. Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of that it refers to, over and above its purely conceptual content. For example: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

2) Word Use

Harmer says, it is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describe the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (“*Don’t move or you’re dead,*” she hissed). That is metaphorical use. At the same time, we can talk about treacherous people as snakes (*He’s real snake in the grass*). *Snake in the grass* is a fixed phrase that has become an idiom, like countless other phrases such as “*raining cats and dogs, my house is castle, etc*”.

3) Word Formation

According to Harmer, students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes (im-, or in) such as *imperfect and perfect, inappropriate and appropriate*, etc. Word from then means knowing how words are written and spoken form. The students need to know words are split and how they sound. For example, there is a clear relationship between the words *death* and *dead, dying* and *die*, etc.

From those statements, it can be concluded there are some aspects of vocabulary: word meaning, word use and word formation. In this research, the research will focus on the word meaning, word use, and word formation.

4. The Important of Vocabulary

Students use vocabulary which is arranged into sentence to express their ideas, opinions, thinking, feelings and etc. According to Alexander that stated vocabulary is important to students, it is more important than grammar for communication purposes, particularly in the early stage when students are motivated to learn the basic word they need to get by in language. Also, as the lexical system is 'open', there is always something new to learn when students have 'done' the grammar. So more advanced students are motivated to add to their vocabulary stock, to

understand nuance of meaning, to become more proficient in their own choice of words and expressions.²⁰

Alderson also stated that the size of one's vocabulary is relevant to one's performances on any language test, in other words, that language ability is to quite a large extent a function of vocabulary size.²¹

Based on the statement above stated that students should be given the vocabulary which was intimately related to environment and the pupils early learn. So, that, they became more proficient in choosing and expressing the words.

5. Kind of Vocabulary

According to the basic of frequency, vocabulary can be divided into two kinds, namely high frequency vocabulary and low frequency vocabulary.²²

- a. High frequency vocabulary consist of words that are used very often in normal language use in all four skills and across the full range of situation of use. It consist of most of the function words of English and the most of content words. High frequency vocabulary consist of 2000 word families, which are

²⁰ Roger Gower, Diana Philips & Steve Walters, *Teaching Practice Handbook*, p.142.

²¹ Nobert Schmitt, *Researching Vocabulary: a vocabulary research manual*, New York: Palgrave Macmillan, 2010, p.5

²² Paul Nation, *New Ways of Teaching Vocabulary*, United States: Teacher of English Speaker of Another Language/ TESOL Inc. 1994, p. 3.

about 87% of the running words in formal written text and more than 95% of the words in informal spoken text.

- b. Low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely used in a common activity of English language. This group includes well over 100.000 word families.

Besides, Evelyn Hatch also divided to vocabulary into two kinds, active and passive vocabulary.²³

- a. Active vocabulary is words which the students understand, can pronounce correctly, and uses constructively in speaking and writing.
- b. Passive vocabulary is word that students recognize and understand when they occur in a context, but which he can't produce correctly himself.

According to Elfrida and Michael, there were two kinds of vocabulary, namely productive vocabulary and receptive vocabulary. Productive vocabulary is the set of words that an individual can use when speaking and writing. They are words that are well-known, familiar, and used frequently. Receptive vocabulary is the set of words for which an

²³ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic and Language Education*, New York: Cambridge University Press, 1995, p. 370.

individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.²⁴

To develop the whole range of language skills, the productive vocabulary and the receptive vocabulary are required for the learners. The productive learning was important for using vocabulary in speaking and writing. And the receptive learning was important for using vocabulary in listening reading. The techniques which gave familiarity with a target of words are needs.

6. Concept of Vocabulary Mastery

Vocabulary is the first basic important aspect for learning English by learner, by mastering vocabulary they are to communicate both orally and written well. Alsoy having a lot of vocabularies, the students are hoped to master four skills in English such as: speaking, reading, and writing.

Meanwhile, Charney says that good mastery of vocabulary is important for everyone who learns the language, which is used in listening, speaking, writing, and reading besides grammar as stead.²⁵ From that definition, it comes to the conclusion that mastery means the competency to understand and apply something learnt. Thornbury states,

²⁴ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, England: Lawrence Erlbaum Associates, 2005, p. 3.

²⁵ Michael McCartey, *Vocabulary; Description, Acquisition and Pedagogy*, (London: Cambridge University Press, 2005), p.140

without grammar little thing can be conveyed. Without vocabulary nothing can be conveyed.²⁶

Based on the statement it can be concluded that vocabulary mastery is the ability to know to meaning of certain vocabulary items and their usage in certain context to express idea, opinion, and feelings in communication. In other word, vocabulary mastery is people's ability to use or to understand words of language that they have learned in certain situations which they really have experienced in their lives.

7. Indicator of Vocabulary Mastery

According to Cameron vocabulary skill included:²⁷

1. Pronunciation

Pronunciation is one of the aspects that have a great influence of vocabulary. Students need to hear a new word a foreign language in order they can notice the sound at the beginning and at the end, the stress pattern of the word.

2. Spelling

Students also need to know the letters and syllables that make up the word that is called spelling. Spelling is the act of forming words correctly from individual letter or the way that a word is spelt.

3. Grammar

²⁶ Scott Thornbury, ed Jeremy Harmer, *How to Teach Vocabulary*, p. 59.

²⁷ Cameron, Lyne. *Teaching language to young learner*. 2001.

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggest than if we give a high priority to vocabulary, we are not thereby abandoning grammar.

4. Meaning

Cameron argue ways to explain the meaning of new words in the young learner classroom that is by using an object, a cut-out figure, gesture, performing and action, photograph, drawing or diagram on the board, and picture from story book. Actually, finding the meaning for the new foreign language word is the amount of mental works done by the learner affects well a new word us engraved in memory, the students have to think it's about word and meaning, the more likely they are to remember it.

8. Vocabulary Assessment

Testing vocabulary provide a form of feedback, both learners and teachers. Testing also had a useful backwash effect, if the learners knew they were going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivated learners to review vocabulary in preparation for a test.²⁸

Vocabulary assessment is seem straight forward in the sense the word lists is readily available to provide a basis for selecting a set of words

²⁸ Scott Thornbury, ed Jeremy Harmer, *How to Teach Vocabulary*, p. 129.

to be tested. In addition, there is a range of well-known item types that were convenient to use for vocabulary testing. There are some examples.²⁹

- a. Multiple-choice (choose the correct answer)
- b. Completion (write the missing word)
- c. Translation (give the 1:1 equivalent of the underlined word)
- d. Matching (match each word with its meaning)

These test items are easy to write and to score, and they made efficient use of testing time. Multiple-choice items in particular had been commonly used in standardized tests. A professionally produced multiple-choice vocabulary test is highly reliable and distinguishes learners effectively according to their level of vocabulary knowledge. In this research, the multiple-choice questions will be used to check students' vocabulary mastery. The questions will consist of 40 items.

B. Concept of Speaking

1. Definition of Speaking

Speaking is the direct route from one mind to another, and is the way usually chosen when we want to ask a question or give an explanation.³⁰ It means that speaking is the way to communicate to others. Speaking is to share ideas, feelings or new information with others.

²⁹ John Read, *Assessing Vocabulary*, p. 2.

³⁰ Turk Christopher, *Effective Speaking Communicating In Speech*, (Prancis: Spon Press, 2003), p. 9

According to Harmer, speaking as a form of communication, so a speaker must convey what he/she is saying effectively.³¹ Moreover speaking is productive ability in which speaker produces and uses the language to express their sequence and at the same time he tries to get ideas or the message. In this situation, there is a process of giving or transpiring, encoding and understanding the message.

Thornbury states that speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted.³² the average person produce tens of thousands of words a day, although someone may produce even more than that. It means that speaking is one effective way to interact and communicate with people in social life.

Meanwhile, Scott in Johnson and Morrow definite speaking as an activity involving two (or more) people. In which the participants are both hearers and speaking having to react to what they hear and make the contribution at high speed.³³ It means that in the process of speaking there must be at least two people, one is the speaker end the other is listener. Based on ideas, speaking is very important in daily activities, because we can react to other person and situation, express our ideas, thought and feeling, through spoken language.

³¹ Jeremy Harmer, *How To Teach English* (London: Addition Wesley Longman, 1996), p. 14

³² Scott Thornbury, *How to Teach Speaking*, (Malaysia, Longman, 2005), p. 1-2

³³ Keith Johnson & Marrow, *Communication In The Classroom*, (New York: Longman, 200), p. 70

From those definitions, it is clear that the students should be careful in choosing words and style in communication, somebody who wants to speak English well, she/ he has to know the ways of speaking English. Speaking as activities by which human beings try to express feeling, opinion and to exchange information by using utterances in the form of communication.

Based on the theory, it can be concluded that speaking is a desire or a wish of person to express ideas, opinions and feelings to others, to negotiate, to solve problems in order to make and to maintain interaction, social relationship, and friendship.

2. Elements of Speaking

Harmer stated the ability to speak fluently presupposed not only a knowledge of a language features, but also the ability to process information and language “on the spot”, many students have difficulties in speaking.³⁴ They are many elements of speaking by Harmer in order to be good speaker:

- a) Connected speech
- b) Expressive devices
- c) Lexis and grammar
- d) Negotiation language

³⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Ed) (England: Longman, 2003), p. 265

All messages that delivered will be acceptable by all communicants if we mastered those elements.

3. Goal of Speaking

Scrivener informs in his book, fluency and confidence are the important goals in the speaking class.³⁵ From the statement above, it means that speaking exercises students to have fluency and confidence to communicate with others. Fluency is used to describe the ability to communicate an intended message. Fluency is expected to be accurate in order to the listener easy to get the point the message. The goal of teaching speaking is to encourage students to develop ability to communicate and interact with others, to develop fluency and natural in expression and to have bravery share their ideas, feeling and opinion to other people.

4. Types of Speaking

There are many types of classroom speaking performance which can be used in teaching speaking. Teacher can give drill and ask students to make a dialogue whether transactional or interpersonal. Based, students are asked to give oral report short speech. According to Brown there are six types of classroom speaking performance, namely:³⁶

³⁵ Jim Scrivener, *Learning Teaching A Guidebook for English Language Teachers*, (Oxford: Macmillan publisher, 2005), p. 146

³⁶ Brown H Douglas, *Teaching by Principles*, p. 271.

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice and axonation contour or try to pinpoint a certain vowel sound.

b. Intensive

Intensive speaking goes one beyond imitative to include any speaking performance that designed to practice some phonological or grammatical aspect of language.

c. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or students initiated questions or comments. There replies are usually sufficient and do not extend into dialogues. Such as, can be meaningful and authentic.

d. Transactional (dialogue)

Transactional dialogue, carried out for the purpose of conveying or exchanging specific information, is an extended from of responsive language.

e. Interpersonal

The other from of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of fact and information.

f. Extensive (monologue)

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

5. Concept of Speaking Ability

Speaking ability is one of language abilities that have to be learned and mastered by the students in learning foreign language. In addition, Loma states, “Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well”.³⁷

McDonough states that “Speaking ability enables us to produce utterances, when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions, expressing a wish or desire to do something, negotiating and or solving a particular problem, or establishing and maintaining social relationship and friendships”.³⁸

³⁷Sari, Loma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), p. 1.

³⁸Jo, McDonough, Et. Al, *Materials and Method in ELT*, (Malden: Wiley Blackwell, 2013), p. 157.

Lado in Kumaryati said, "Speaking ability is described as the ability to report acts or situation, in precise words, or the ability to covers or to express a sequence of ideas fluently."³⁹

From the theories above, it can be concluded that speaking ability is the ability to make an action or situation by précising words. Good speaking ability will make the people who become our partners in communication can understand what we said. A good speaker will convey their aims in a communication by clearly explanation and the others can get the purpose without any misconception. Furthermore, Speaking is become an important part of processing meaning through verbal or non-verbal symbol. In conveying the purpose the speaker always hopes if the listener will easy, understand about the aim in communication. The good communication is not just depends on one person. As we know the purpose of communication is to get the information from another accurately.

6. Concept of Teaching Speaking

Teaching speaking is a kind of teaching language skill that has been taught for many years ago. It very important both for learners and the teachers, because through this teaching, the teacher can have their students become communicatively competent in using their second language, and

³⁹Robert Lado in Sri Endang Kusmaryati, *Improving English Speaking Ability Through Classroom Discussion*, 2012, p. 32.

for the students, they will be able to operate the language in their real situation orally.

There are there main reasons for getting students to speak in the classroom.⁴⁰ Firstly, speaking activities provide rehearsal opportunities, chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all the languages they know provide feedback for both teacher and students. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

7. The Components of Speaking Ability

Speaking is very important skill in mastering English for students who learn English required mastering the ability to speak and communicate with each other. There are five aspects that have great influence toward speaking ability:

a. Vocabulary

Students need to learn the component of language. They need to learn what the words mean and how they are used. Meaning the, the students need to have plenty of vocabularies. Vocabulary comprises the right and appropriate use of word. One of the extreme aspects the supports speaking in English is vocabulary. Hornby that vocabulary is the total

⁴⁰ Scott, Thornbury. *Op. Cit.* p. 01

number of words in a language.⁴¹ It seems that vocabulary plays an important role in speaking without an extensive vocabulary we will be unable to have learned.

b. Grammar

Grammar means the ability to use sentence in general and structural use. Grammar is an important aspect in speaking. If we do not know the appropriate grammar in sentence, the listener will be doubtful for what we have said. Grammar is one of the language competences. Brown states that grammar is a system of rules governing the conventional arrangement and relationship of words in sentences by using the correct grammar the listener will know when the action happens, where the action takes place, who is the audience, who is speaking etc.

c. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener. According to Hornby, fluency is able to speak or write a language or performs an action smoothly or expressed in a smooth and fluent manner in order to make someone easy to understand what he or she said.⁴²

d. Pronunciation

According to Marianne Celce-Murcia, pronunciation is a characteristic of the huge potential that only a small subset of sounds is

⁴¹ Hornby. *Oxford Advanced Learner Dictionary of Current English*. (Oxford University Press. 1995). P. 1331

⁴² Hornby. 1995. *Ibid.* p. 451

systematically used in speaking any one language.⁴³ To make our communication accepted by our listeners. It is better for us to pronounce the words clearly, especially with the that has mots similar pronunciation such as head (hed), and hate (heit), and the word that has similar formation such as “read” in the regular (pronounced ri:d) and in the regular (pronounce red).

C. Teaching English at SMA/MA Level

Teaching English in SMA/MA level based on the syllabus that is applied in the school. This study investigated the correlation between student’s vocabulary mastery and speaking ability especially at eleventh grade students.

According to the syllabus of SMA/MA level, the objective of the teaching learning process is designed to enable the students to speak English covering various topics, activities, expression, and etc. furthermore, the material were talking more about asking and giving opinion and advice, declaring hopes and wishes, invitation, private letter, procedure text, passive voice, conditional sentences, factual report, analytical exposition text, biography text, and songs.

⁴³ Marianne Celce and Murcia Lois McIntosh. *Teaching English as a Second or Foreign Language*. (Los Angeles: University of California, 1987). P. 84

D. Correlation between Students' Vocabulary Mastery and Their Speaking Ability

Correlation research is carried out for one of two basic purposes either to help explain important human behaviors or to predict likely outcomes.⁴⁴

According to Balnaves, Correlation research is non-experimental research that is similar to ex post facto research in that they both employ data derived from pre-existing variable.⁴⁵ Correlational designs provide an opportunity for you to predict scores and explain the relationship among variable.

In correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. From both of the definitions above, correlation research is a research that carried out of both employ data from pre-exist the variables without manipulating the data.

Vocabulary mastery is very important in speaking. Vocabulary is one of the important elements in building up English. Through this element, someone communicate, learn and think. Therefore, the learning of vocabulary is fundamental need to support some learners to master English, because the ability of students to speak and to comprehend the subject is relatively determined by their vocabulary mastery. Being able to

⁴⁴ Jack C Frankel and Norman E Wallen, *How to Design and Evaluate Research and Education*, (Singapore: McGraw, 2009), p. 329

⁴⁵ Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research Methods, an Investigation Approach*, (London: Sage Publication, 2001), p. 349

speak in English, one needs to have enough vocabulary to express own idea. Therefore, speaking is one way of giving and finding information through oral communication. Speaker of English that vocabulary is needed so much and not less important than grammar. Many students are still doubtful to expose their ideas in English because they have limited vocabulary in their mind.

E. Frame of Thinking

Speaking is one of the subjects that needed to be learned and practiced by students in Indonesia. But some students still get difficulty to practice speaking. One of the problems that may influence students speaking material is difficulty of speaking material itself. In addition another factor that may influence students is vocabulary. The students who are troubled with vocabulary may feel incapable to achieve a good result on test or task that teacher gave. Thus, in a process of achieving a good result, the students would feel difficult to concentrate, to remember ideas and speak something new. Consequently, those negative feelings will influence their practice. Hence, the investigation will be intended to students whether students with high vocabulary will get low score in speaking English, meanwhile the students with low vocabulary will get high score in speaking English. To know the students vocabulary, it should be given multiple choice to know vocabulary mastery. The dialogue is to prove students speaking.

F. Hypothesis of Study

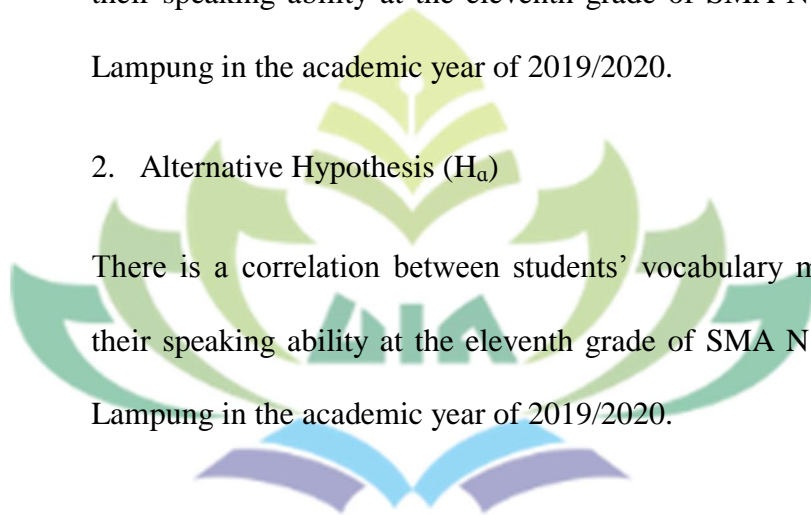
It is assumed that there is a correlation between students' vocabulary mastery and their speaking ability at the eleventh grade of SMA N 17 Bandar Lampung. The hypothesis which is formulated in this study as follow:

1. Null Hypothesis (H_0)

There is no correlation between students' vocabulary mastery and their speaking ability at the eleventh grade of SMA N 17 Bandar Lampung in the academic year of 2019/2020.

2. Alternative Hypothesis (H_a)

There is a correlation between students' vocabulary mastery and their speaking ability at the eleventh grade of SMA N 17 Bandar Lampung in the academic year of 2019/2020.



REFERENCES

- Alderson, J Charles and Lyle F, Bachman. *Assessing Speaking*. United Kingdom: Cambridge University press, 2004.
- As, Hornby. *Oxford Advanced Learner's Dictionary of current English*, Revised and Update ed. New York : Oxford University Press, 1987.
- Balnaves, Mark. And Caputi, Peter. *Introduction to Quantitative Research Methods, an Investigation Approach*. London: Sage Publication, 2001.
- Brown, H. Douglas. *Language Assessment Principle and Classroom Practice*, USA: University Press, 2004.
- Celce, Marianne and McIntosh, Murcia Lois McI. *Teaching English as a Second or Foreign Language*. Los Angeles: University of California, 1987.
- Christopher, Turk. *Effective Speaking Communicating In Speech*. Francis: Spon Press, 2003.
- Document of SMA N 17 Bandar Lampung. *Result of preliminary research on 2019*
- Elfrieda H, Hiebert and Michael L, Kamil. *Teaching and Learning Vocabulary*. England: Lawrence Erlbaum Associates, 2005.
- Fraenkel, Jack R. dan E Wallen Norman. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill, 2008.
- Frankel, Jack and E wallen, Norman. *How to Design and Evaluate Research in Education*. Singapore: McGraw, 2009.
- Harry, A. An A to Z *Practical Guide to Learning Difficulties*. New York; David Fulton Publisher, 2006.
- Harmer, Jeremy. *The Practice of English Language Teaching*. London: Cambridge, 1998.
- Harmer, Jeremy. *How To Teach English*. London: Addition Wesley Longman, 1996.
- Hatch, Evelyn and Brown, Cheryl. *Vocabulary Semantic and Language Education*. New York: Cambridge University Press, 1995.

- Jack C, Richards and Willy A, Renandya. *Methodology in Language teaching*. New York: Cambridge University Press, 2002.
- Jack C, Richards and Rodgers, Theodore S. *Approaches and Methods in Language teaching, A description and analysis*. New York: Cambridge University Press, 1986.
- Johnson, Keith and Marrow. *Communication In The Classroom*. New York: Longman, 2000.
- Jo Mcdonough, Et. Al. *Materials and Method in ELT*. Malden: Wiley Blackwell, 2013.
- John W, Bets and james V, Kahn. *Research in Education* (10thEd.). New York: Pearson Education Inc, 2006.
- Lucantoni, Peter. *Teaching and Assessing Skill in English as a second language*. New York: Cambridge University Press, 2002.
- Madya, surwasih. *Constructivism in language Teaching*. Presented in Seminar on English Language Teaching in High Schools, 2007.
- Margono. *Metode Penelitan Pendidikan*. Jakarta: Renika Cipta, 2004.
- Marguerite G, Lodico, Dean T, Spaulding and Katherine H, Voegte. *Methods in educational Research: Theory and Practice*. San Francisco: Jossey-Bass, 2006.
- Merriam. *Webster's New World College Dictionary*. Cleveland : Wiley Publishing Inc, 2002.
- Nobert, Schmitt. *Researching Vocabulary: a vocabulary research manual*. New York: Palgrave Macmillan, 2010.
- Pavicic, Visnja dan Singleton. David. *Vocabulary Learning Strategies and Foreign Language Acquisition*. Dublin: Trinity College, 2008.
- Puspita Sari, Yunita. *The Correlation Between Students' Anxiety, Vocabulary Mastery and Speaking Skill of the Eleventh Grade Students of SMA Negeri 1 Kartasura in the Academic Year of 2011/2012*, Surakarta: Universitas Sebelas Maret, 2012.
- Sari, Loma. *Assessing Speaking*. Cambridge: Cambridge University Press, 2004.

Scrivener, Jim. *Learning Teaching A Guidebook for English Language Teachers*. Oxford: Macmillan publisher, 2005.

Supriadi. *The Use of Wordlist in Improving Students' Speaking Ability at Pondok Pesantren Modern Al-ISTiqomah Biromaru in the Academic*, 2012.

Schmitt, Norbert dan Michael, McCarty. *Vocabulary: Description, Acquisition and Pedagogy*. New York: Cambridge University Press, 1997.

Sugiyono. *Metode penelitian Pendidikan*. Bandung: Alfabeta, 2016.

Thornbury, Scott. *How to Teach Speaking*. Malaysia; Longman, 2005.

Trianto. *Pengantar Penelitian Pendidikan Bagi Pengembang Profesi Pendidikan dan Tenaga kependidikan*. Jakarta: Kencana. 2011.

Ur, Penny A. *Course in Language Teaching (Practice Theory)*. Cambridge: Cambridge University Press, 1996.

